

January 17, 2003



## English Language Arts Activities (Arranged Alphabetically)

Part 1: Grants

Part 2: MDE Initiatives

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### Part 1: GRANTS

#### All Students Achieve Program-Literacy Achievement Program (ASAP-LAP)

The ASAP-LAP Program initially provided \$50 million (Year 1 of 3 years) to 110 local and intermediate school districts and public school academies for the purpose of developing new resources and programs for pre-k – grade 4 students who are not achieving in reading or who are at risk of reading failure. Priority in awarding grants was given to projects focusing on acceleration of student achievement and reduction of the number of pupils requiring special education services. Grantee districts will be allowed to extend Year 1 carryover funds indefinitely. The revised State School Aid Act reduced Year 2 LAP funds to \$43 million and eliminated funding in Year 3. We are currently compiling statistics on numbers of children served, cost-benefits per pupil, and so on for our report to the legislature. Districts were notified of Continuation Grant Applications for Year 2, and Fiscal Year 2 award letters were sent to districts. In addition, the outside evaluator contract has been awarded and grantees were contacted for additional input. Bills for outside evaluator services were due before June 30, 2002. Reports for Year One including narrative summary, financial expenditures, and student data collection were due back to MDE by July 31, 2002. The legislature voted to allow extended carryover of Year One funds. Grantees received letters to clarify interim financial reports required based on the new legislation. For further information contact Lynnette Van Dyke at [vandykel@michigan.gov](mailto:vandykel@michigan.gov).

#### All Students Achieve Program-Summer School Program (ASAP-SSP)

One hundred and thirty grantees (228 districts) participated in the ASAP Summer School Program requiring 60 hours of student-teacher contact and 45 hours for staff development and planning. Districts have been billed by the outside evaluator for their portion of the evaluator fees (up to one half of one percent of their total grant award). A report that analyzes the summer school program and student achievement data was submitted to the legislature. ASAP summer school funds for 2002 have been eliminated, and the School Code requirement in Section 1282a mandating summer school for third graders who do not meet district standards in reading or mathematics was repealed. Grantees received notification of Budget Carryover Approval. Carryover funds were allowable through June 30, 2002 and could only be used for professional development and evaluation. Direct services to students ended on August 31, 2001. Carryover budgets were approved and Final Carry-Over Summary Reports were due August 31, 2002. Files are now being readied for auditing. Direct questions to **Lynnette Van Dyke**.

### **Reading First**

Michigan received approval from the US Dept. of Education for its Reading First application on August 7, 2002. Since that time we have worked very quickly to begin a fall implementation for our first round of funded districts. MDE received proposals from forty-four of the eighty-three eligible local education agencies (53%). These proposals represented 133 buildings and requested over \$32 million dollars in funding. For the first round of Reading First grant competitions, \$22,778,975 was available. The grant review process was uniformly applied to all proposals, and recommendations for funding were based on those reviews. In the first round of Reading First, fifty buildings in ten districts have been recommended for funding in the amount of \$11,205,150. The remaining funding will be allocated in the second round of grant applications available in January of 2003. Many eligible districts opted to wait and submit their proposals in the second round of applications in order to have more time to prepare their plans, and the remaining funds are being held for the second grant competition. Districts whose proposals were not selected for funding at this time will have the opportunity to make revisions and resubmit applications for the second Reading First grant competition. Districts that submitted proposals in the first round of grant competitions have the added benefit of making revisions in light of reviewers' comments. As usual, technical assistance will be available to assist districts with their applications.

MDE has hired Reading First Facilitators to work with building principals and Literacy Coaches in each funded building. We have just completed the third three-day series of a nine-day training in Language Essentials for Teachers of Reading and Spelling (LETRS) for all Literacy Coaches in funded buildings and for Reading First Facilitators. The launch of round one is now under way! For further information about Reading First, contact Faith Stevens at [stevensf@michigan.gov](mailto:stevensf@michigan.gov).

### **Regional Literacy Training Centers (RLTC's)**

As part of the three-year All Students Achieve Program (ASAP), Year 1 grants totaling \$5 million were awarded to the RLTCs "for the purposes of expanding training programs for trainers and teachers in the use of strategies for reading instruction and assessment, including the *Michigan Literacy Progress Profile* (MLPP). As of October, 965 MLPP trainers and 10,000 teachers have been trained. Basic training consists of 35-40 hours; training of trainers requires an additional 35 hours.

Coordinators of the 8 RLTCs have met several times during the last year to share training strengths, opportunities, challenges, and needs. RLTC coordinators have achieved success in designing professional development experiences; creating resources; and involving teacher preparation institutions and educators of ESL, special education, and early childhood in their regional training efforts. School Aid Act funding has been reduced from \$5 million in Year 1 to \$2 million in Year 2. Year 3 funding has been eliminated. During their bi-monthly meetings of 2001-2002, coordinators will explore standardized methods of gathering data; of developing a continuum of teacher learning; and of generating a public relations campaign to educate the public on the impact of professional development in literacy. Questions should be directed to Faith Stevens at [stevensf@michigan.gov](mailto:stevensf@michigan.gov).

The following components of our literacy initiatives have been developed and will be shared statewide:

- |                |   |
|----------------|---|
| • St Clair ISD | Sulzby Training Video   |
| • Macomb       | MLPP Web site   |
| • Oakland      | MLPP Technology for Scoring Management of Student Profiles                |
| • Wayne        | Family Fundamentals on CD   |
| • Ingham       | Pre-school MLPP – <u>P</u> layful <u>L</u> iteracy and <u>Y</u> ou (PLaY) |
| • Mid-Michigan | On-Line Balanced Literacy Training  |
| • COOR         | On-Line MLPP Training   |



**Technical Assistance On Reading (Then Mathematics),  
Getting Everyone On Target/ Putting Literacy On Us (TARGET/PLUS)  
2001-2002 Technical Assistance To Low-Achieving Schools**

The TARGET/PLUS Grant, announced in February 2002, provides one statewide grant in the amount of \$750,000 which is targeted towards professional development using the MLPP K—3. St. Clair County Intermediate School District, awardee for TARGET/PLUS, will provide technical assistance for professional development of teachers in literacy instruction to eligible schools who are low achieving and ineligible for participation in the Reading First grant.

During the week of August 12-16 TARGET/PLUS coaches and literacy leaders attended an intensive Training of Trainers for implementation of the Michigan Literacy Progress Profile. TARGET/PLUS coaches and building literacy leaders will collaborate to provide training to all K-3 teachers in the 17 participating buildings. Model classrooms are being developed in each building. Quarterly reporting is underway.

TARGET/PLUS coaches meetings have been scheduled for Sept. 16, Oct. 31, Dec. 16, Feb. 3, and Mar. 25 and May 29 at Sarvis Center in Flint. The Western Michigan Evaluation Center, under the guidance of Pamela Zeller, will provide the program evaluation. . Denise Lapish and Al Monetta now direct the field implementation of this project. For further information, please contact Lynnette Van Dyke a [vandykel@michigan.gov](mailto:vandykel@michigan.gov).

## Part 2: MDE INITIATIVES



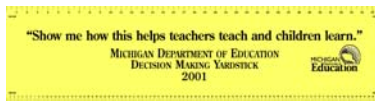
### Content Literacy Committee (CLC)

The Elementary and Secondary Content Literacy Committee has developed **Listening Bookmarks** which provide support activities for the new ELA MEAP 2003. These research-based and classroom tested instructional strategies present educators with background information about the listening process. The Listening Bookmarks provide instructional templates for infusing listening into instruction. These can be immediately implemented to engage students in listening for learning. Please contact Lynnette at [vandykel@michigan.gov](mailto:vandykel@michigan.gov) for ordering information.



The CLC's **Thematic Flipchart** and standards-aligned **Thematic Units** are being published. These curriculum tools have been developed to support instruction aligned to learning requirements outlined in the *Michigan Curriculum Framework* and which underlie testing for the new ELA MEAP 2003.

Ordering requests can be made through [Lynnette Van Dyke](#).



**The “Literacy Rules: Measuring Up to Education YES!” 2002 Conference** was held June 26<sup>th</sup>—28<sup>th</sup> at the Bavarian Inn in Frankenmuth. This Content Literacy conference highlighted the use of literacy to enhance learning, the implementation of effective instructional practices for student achievement, the employment of literacy strategies across all content areas to meet our vision for high levels of adolescent reading and learning across the curriculum, and the understanding of “Education YES!” as well as new MEAP and MLPP assessments. Higher-order thinking, complex comprehension, effective classroom assessment, and the use of technology, among others, were topics covered through the event. Over 40 breakout sessions provided direction to educators beyond our renowned keynote speakers. Our keynote speakers included state and national advocates for content literacy.

- [Deanna Birdyshaw](#), MRA President-Elect, developed our vision about what should take place in schools to promote optimal achievement while meeting the needs of struggling readers through a discussion of her co-authored position paper for the International Reading Association on meeting the needs of adolescent readers across the curriculum.
- In a general session, [Sue Carnell](#), Director of the Office of School Excellence, discussed the components of the new **Education YES!** accreditation system and provided insights into the status of developments regarding the school performance indicators of teacher

quality, engagement, and learning opportunities, as well as status, change, and student growth. These changes in accreditation elevate school performance to a higher level, providing opportunities to celebrate those schools coming from diversity and moving in the right direction. Participants were involved in an interactive question and answer session which was moderated by [Gwen Graham](#), former MRA President and current legislative liaison for MRA.

- An [expert teacher panel](#) discussed implementation of the new indicators and highlighted best practices for increasing student achievement based on effective practices within classrooms and from their work as teacher-leaders. [Susan Lynn Gutierrez, 2002—2003 Michigan Teacher of the Year](#), among other educational award winners, took part in this discussion. Topics included literacy, effective lessons, alternative assessments, MEAP preparation, classroom communities, motivation, National Board Certification and more...
- [Mark Conley](#), Michigan State University, provided a light-hearted look at the history of content area literacy. This engaging presentation highlighted work which recently received the Elva Knight Research Award from the International Reading Association.
- [Cris Tovani](#), author of the nationally renowned, *I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers*, highlighted insights from the Proficient Reader Research in providing practical strategies to be directly implemented across content area instruction. Cris discussed how different literacy expectations develop and progress across the grades, and how each teacher can meet those expectations. Participants were inspired by her views in the keynote, "Wrestling with Meaning: Time to Read, Write and Think."

Set in the quaint atmosphere of Frankenmuth, the conference provided a unique opportunity to learn about excellent instruction supporting the development of meaning, understanding, thinking, and achievement.

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The annual **2002 Higgins Lake Retreat**, held July 8<sup>th</sup>—10<sup>th</sup>, 2002 provided an opportunity to develop a vision for future work related to implementing instruction aligned with the Michigan Curriculum Framework Content Standards in English language arts, and to continue work related to statewide alignment of curriculum, instruction assessment, and professional development.

We anticipate initiating several projects in 2003 based on a newly developed framework .

- Position paper on the restructuring of secondary education.
- Handbooks on the integration of literacy across the curriculum will provide direction regarding the infusion of reading, writing, speaking and thinking into content area instruction.
- Completion of a problem/project-based approach to integration, inquiry and cross-curricular instructional design for meeting instructional needs of the *Michigan Curriculum Framework's* new Learning Expectations component.

A CLC subcommittee has also been developing the 2<sup>nd</sup> edition of our Professional Training Modules designed for the infusion of literacy strategies into content area coursework. The modules will be aligned to the project plans developed at the work retreat. This framework for

future work provides a foundation for the design of engaging curriculum tools for statewide dissemination aimed at meeting MDE's strategic initiatives. The big ideas to be developed include: literacy, reflection, engagement, collaboration, inquiry, research, communication and assessment. This direction aligns with past work from the Content Literacy Committee, including:

- MRA/MDE co-publication and dissemination of ***Content Area Writing Handbooks***. These assist teachers in preparing students for success in learning and on MEAP tests in mathematics, science, and social studies;
- Design of the Curriculum Integration Toolkit, a *Michigan Curriculum Framework* resource (draft);
- Development of a speaking and listening document to assist teachers in the preparation of students for the listening assessment section on the new ELA MEAP 2003.
- Revisions and publication of the second edition of the Content Area Literacy Professional Development Modules (CD-ROM);
- Development of standards-based thematic units of instruction, classroom assessments and rubrics, based on the teacher-friendly flip chart, *How To Design Standards-Based Thematic Units of Instruction*. We have developed model units aligned to each curriculum level within the *Michigan Curriculum Framework*.
- Creation of support materials for the ELA MEAP 2003, including criteria for evaluating test preparation materials. Presented in flipchart format, these criteria were published through MRA.
- Student intervention strategies for reducing the achievement gap and ensuring that ALL student populations achieve Michigan's high curriculum standards;
- Process for improving classroom, school, and district assessment, evaluation, grading, and reporting procedures.
- Statewide dissemination of CLC professional products and resources through workshops and conferences..

For additional information about CLC projects contact Lynnette at [vandykel@michigan.gov](mailto:vandykel@michigan.gov), or CLC secretary, Cecile Kremsreiter, at [kremsreiterc@michigan.gov](mailto:kremsreiterc@michigan.gov).





### Early Literacy Committee

The Early Literacy Committee has been suspended, however, questions about MLPP can be directed to Cecile at [kremsreiterc@michigan.gov](mailto:kremsreiterc@michigan.gov).

- The *Michigan Literacy Progress Profile* (MLPP) 2001, Preschool – Grade 3, is being printed at CMU. In the MLPP 2001 there are major revisions to the Comprehension, Oral language, Attitudes, and Writing assessments; minor revisions to the other seven; changes in format; and additions to the notebook. The revised MLPP will be available to trainers and trained teachers through retraining sessions held by the eight Regional Literacy Training Centers.
- The Comprehension section of the MLPP 2001 contains the Storybook Assessment (Sulzby) and Retellings. The Storybook Assessment Instructional Profiles are complete and may be distributed along with student performance samples on video. The comprehension strategy assessment portion will continue development in the next few months and be piloted some time during the 2001-02 school year. The progressive work of ELC and CLC members on this comprehension component was introduced during the CIERA Institute in August. The Higgins Lake work retreat resulted in innovative thinking about comprehension and learning which was shared at the co-sponsored CIERA/ MRA comprehension conference on September 22, 2001. A subcommittee is currently working on the instructional and assessment components for comprehension.
- ELC members completed the Instructional Management Resource section of the MLPP during 2002.
- *Family FUNDamentals for Reading* (FFR), the companion piece to the MLPP, is being revised and published jointly through MDE and Wayne RESA Regional Literacy Training Center. We have reviewed the CD and are anticipating its completion soon. It is expected that a training-of-trainers plan, website, compact disc, and paper document will be ready during 2002. Each RLTC will have an opportunity to send 10 trainers for training in creating conversations with parents and using the FFR as one tool for communication. Please contact Annena McCleskey ([mcclesa@resa.net](mailto:mcclesa@resa.net)) through Wayne Regional Educational Service Agency for more information.
- Michigan Professional Resources and Instructional Materials in Education (MI PRIME) was piloted during summer schools, 2001. Training of teachers for summer school continued during Spring of 2002. An evaluation plan of these pilot materials is being developed.
- The MLPP, Grades 4 – 5, began as a joint effort of ELC and CLC members. Work sessions to align procedures, rationale, and record forms for each of the assessments in the document took place. The pilot of the assessment components (Fall 2002) and further development of this assessment system have been contracted to Elaine Weber ([eweber@misd.net](mailto:eweber@misd.net)) through Macomb Intermediate School District. There are three components to the MLPP 4-5: writing, reading comprehension, and oral language with literacy attitudes being considered in the analysis for each component.
- A three-year validity/utility evaluation of MLPP will determine its predictive and consequential validity. We are now in the 2<sup>nd</sup> year of data collection. The evaluation goals include conducting: 1) longitudinal validity research aimed at content, criterion, and

consequential validity, 2) research on the validity and reliability of MLPP administration and scoring procedures, 3) longitudinal research in classrooms and with teachers to determine the impact of the MLPP on classroom practices in assessment and instruction, 4) an impartial evaluation, and 5) research to identify the influence of MLPP training on teacher efficacy and instructional capacity. An executive summary of the complete report from Year One is available.

- A Preschool MLPP was developed under the leadership of Jan Bernath, Ingham ISD. Educators adapted elements from MLPP 2001 and applied developmentally appropriate learning experiences for children from birth through kindergarten. Pilots of these materials are scheduled for 2001-2002. Contact Ingham RLTC for additional information about PLaY.



### **Grade Level Content Performance Expectations**

The new federal act of 2001, “No Child Left Behind” (ESEA) requires states to test all students, in reading/language arts and mathematics, annually in grades 3-8 and once in high school. These state grade-level tests must be based on the state’s curriculum standards. Grade-level specific benchmarks were developed during the summer months and revised in December. The Department of Treasury and the Department of Education are working together on this project. The primary purpose of the Grade Level Content Expectations project, at this point, is to aid in the development of new assessments in grades 3-8 in English lang. arts and mathematics. The grade level content expectations draft documents are not ready for release as a curriculum tool yet. It is the intent of the Michigan Department of Education to create grade level content expectation for science, social studies and arts as well, then release a Phase II Michigan Curriculum Framework. There is much work to be done and we will need additional public comment, so please look for opportunity to provide input in the coming months.

The English Language Arts Grade Level Content Performance Expectations have been posted for review at [www.mcf2002.org](http://www.mcf2002.org). For more information on the English language arts component of the project, please contact Jane Faulds at [faulds@michigan.gov](mailto:faulds@michigan.gov).

### **MEAP 2003**

- Text selection and item development for the new ELA MEAP 2003 (Grades 4, 7, and 11) began in October, 2000. MEAP Content Advisory Committees, composed of Michigan educators, have worked with the contractor, Measurement, Inc., to ensure alignment between the new tests and Michigan’s ELA Vision, Content Standards, and Benchmarks. Piloting of several forms for each grade began on October 8, 2001. Approximately 180 schools completed piloting. Following the pilots, scoring, and range finding, the Part 1 and Part 3 six-point rubrics were refined.
- Revisions to the MEAP prototypes (September 2002) reflect changes recommended from early statewide field reviews, work of the Grades 4, 7, and 11 Content Advisory Committees.
- Through recent changes, the Listening Section of ELA MEAP 2003 (Part 1) is now presented as Part 3 in this subtest and is optional. Districts who take this portion of the test will be provided with student scores to provide information regarding their students’ listening skills. These scores will not be utilized in AYP computations.



- Jane Faulds, located in the MEAP Office, Treasury Department, is the ELA Assessment Consultant directing the ELA MEAP project. Up-to-date information about MEAP can be found at: [www.meritaward.state.mi.us](http://www.meritaward.state.mi.us)



### **MI CLiMB (Clarifying Language in Michigan's Benchmarks) Project**

The purpose of MI CLiMB is to clarify (through instructional and assessment examples) the state benchmarks in English language arts, mathematics, science, social studies and the arts. This comprehensive statewide initiative assists Michigan educators as they design and adapt curriculum, instruction, and assessment based on the *Michigan Curriculum Framework* and new state MEAP tests. Training of Trainers has been completed through the Sustained Learning Regions, including both intermediate school and selected school districts. Corbin Design of Traverse City created the CLiMB CD-ROM, and over 100,000 CD's were distributed statewide through the ISDs to all Michigan teachers. The Michigan Technology Integration Project (MTIP) partnered with MDE to provide statewide professional development for this project. The development of a new website to house the MI CLiMB project is underway. Questions related to English language arts should be directed to Lynnette Van Dyke a [vandykel@michigan.gov](mailto:vandykel@michigan.gov).



### **Teacher Education**

- The 110 attendees for the Michigan Reading Forum 2001 focused on new reading standards for the required reading courses for all preservice teachers, and highlighted the great things happening across the state in reading within Michigan's institutions of higher education (IHEs). Representatives from the IHEs shared program strengths and how they tailor reading courses for special populations. Recommendations were made to MDE about how to assess candidates and suggestions were made for evaluating institutional compliance with the new standards. Participants also offered direction for the preparation of and professional development of school administrators to enable enhanced support of reading instruction. Regional groups consisting of teacher educators and Regional Literacy Training Coordinators planned for next steps and future directions.
- In February 2001, a committee of forum representatives revised draft course content recommendations for the required reading courses (3 semester hours for secondary and 6 hours for elementary) that all teacher candidates must take. Further revisions required by new federal legislation have been completed through a series of meetings.
- New state teacher certification tests (MTTCs) in the areas of language arts (BX), communication arts (AX), and reading (BR and BT) were developed during the 2000-2001 school year. They were based on professional standards in each area that were previously

approved by the State Board (between April and July, 2000). Tests in journalism (BC) and English (BA) were piloted during 2000-2001.

- Approximately 30 educators with expertise in English, reading, elementary language arts, and speech have been reviewing Teacher Education (TE) programs for alignment with the professional standards and MDE program approval. (Professional standards in English, reading, speech, journalism, and language arts are based on state K-12 content standards and teacher education standards of national professional associations.) Program approval confirms the establishment of new standards and alignments leading to expectations for data collection in the Periodic Review/Program Evaluation cycle. This alignment review began in April 2001.
- In 2002, the Periodic Review/Program approval process for English Language Arts will be coordinated through the Office of Professional Preparation. For information contact Bonnie Rockafellow at [rockafellowb@michigan.gov](mailto:rockafellowb@michigan.gov).
- The Fifth Reading Forum, hosting 130 people, took place from 9 a.m. to 4 p.m. on November 15, 2002 at Livingston ISD in Howell. It provided information to teacher educators about the components of reading required by Reading First within the No Child Left Behind legislation. Reading faculty, Regional Literacy Training Center directors, and representatives from Special Education, Early Childhood, Educational Leadership, community colleges, graduate faculty and teacher organizations participated. The forum addressed the following concerns:
  - Reporting requirements for Reading First,
  - Issues of audit and alignment,
  - Ways to collect outcome data,
  - Procedures for reviewing required reading courses,
  - Effect of federal mandates on MTTC testing,
  - Effect of federal mandates on preparation of paraprofessionals

Conversations about ideas and concerns continue through the Reading Listserve. A question and answer document is available based on the discussion topics provided through the forum. Educators also brainstormed a list of ideas about how to document the reading standards. Applications were taken for the IHE committee to review reading coursework based on new Reading First requirements.